DOCUMENT RESUME

ED 470 547 HE 035 471

TITLE	Best Practices: Women's Athletic Development Programs in Texas and Other States.
INSTITUTION	Texas State Higher Education Coordinating Board, Austin.
PUB DATE	2002-10-00
NOTE	39p.; Produced by the Division of Universities and Health-Related Institutions.
AVAILABLE FROM	For full text: http://www.thecb.state.tx.us/UHRI/WAD102420C2.pdf.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Athletics; Ethnicity; *Females; *High School Students; High Schools; Higher Education; Hispanic American Students; *Outreach Programs; Public Colleges; Student Participation

ABSTRACT

Under a legislative mandate, the Texas Higher Education Coordinating Board conducted a study of the "best practices" in women's athletic development programs at Texas public colleges and universities. The study was to focus on programs that offer outreach through summer camp experiences to high school girls to encourage them to participate in organized sports. Researchers reviewed the literature on the topic and examined the practices of a representative sample of Texas public institutions of higher education (four National Collegiate Athletic Association Division (NCAA) public universities). Research has shown that girls who play sports enjoy greater physical and emotional health and are less likely to engage in many risky health behaviors. The positive effects of sports on grades are particularly pronounced for Hispanic girls. Findings show that most Texas colleges and universities are performing community outreach to encourage girls and boys to participate in athletics and lead active lives. The best practices found in these institutions included: (1) offering multiple outreach efforts to girls of various ages; (2) having high rates of athletic participation and high graduation rates; (3) having an athletic director committed to promoting women's athletics; (4) having women in leadership roles in athletic departments; and (5) establishing a record of winning by several women's varsity teams. Appendixes contain the text of Texas Senate Bill 903, a table of NCAA Division 1 graduation rates, and 4 tables of graduation rates at the institutions studied. (Contains 12 references.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 470 547

Best Practices: Women's Athletic Development Programs in Texas and Other States

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. B Resler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Texas Higher Education Coordinating Board
Division of Universities and Health-Related Institutions

October 2002

HE035471

BEST COPY AVAILABLE

Texas Higher Education Coordinating Board

Pamela P. Willeford (Chair)	Austin
Martin Basaldua, MD (Vice-Chair)	Kingwood
Raul B. Fernandez (Secretary of the Board)	San Antonio
Neal Adams	Bedford
Ricardo G. Cigarroa, Jr, MD	Laredo
Gen. Marc Cisneros (ret.)	Corpus Christi
Kevin Eltife	Tyler
Jerry Farrington	Dallas
Cathy Obriotti Green	San Antonio
Gerry Griffin	Hunt
Cary Hobbs	Waco
Adair Margo	El Paso
Lorraine Perryman	Odessa
Curtis E. Ransom	Dallas
Hector de J. Ruiz, PhD	Austin
Robert W. Shepard	Harlingen
Windy Sitton	Lubbock
Terdema L. Ussery, II	Dallas

Coordinating Board Mission

The mission of the Texas Higher Education Coordinating Board is to provide the Legislature advice and comprehensive planning capacity for higher education, to coordinate the effective delivery of higher education, to efficiently administer assigned statewide programs, and to advance higher education to the people of Texas.

THECB Strategic Plan

Coordinating Board Philosophy

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the convictions that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies.

THECB Strategic Plan

Executive Summary

The 77th Texas Legislature passed Senate Bill 903 (see Appendix A), which directed the Texas Higher Education Coordinating Board to conduct a study of the "best practices" in women's athletic development programs at Texas public colleges and universities. The study was to focus on programs that offer outreach through summer camp experiences to high school girls to encourage them to participate in organized sports. To fulfill that directive, the staff reviewed the professional literature on the topic and examined the practices of a representative sample of Texas public institutions of higher education. The findings and results of that effort are contained in this report.

Additionally, the legislation amended the Texas Education Code, Section 51.831 and created the Women's Athletic Development Fund as a support mechanism to provide state funding, through a competitive process, to Texas public colleges and universities for programs that encourage Texas high school girls to participate in college sports. However, state funds were not provided to set up the fund.

Key Findings about benefits to girls and women who participate in organized sports

- Girls who play sports enjoy greater physical and emotional health and are less likely to engage in many risky health behaviors (i.e. drug use, smoking, and drinking) than non-participants (*Title IX at 30*, p.14)

- Rural Hispanic girls and suburban and rural White girls who were athletes had lower school drop-out rates and were more likely to go to a four-year college than non-athletes (*Empowering Women in Sports*, 1995).

- The positive effects of sports on grades are especially pronounced for Hispanic girls: 20 percent of Hispanic girls athletes reported receiving higher grades, compared to 9 percent of non-athlete Hispanic girls (*Empowering Women in Sports*, 1995).

- Most Texas colleges and universities are performing community outreach to encourage girls and boys to participate in athletics and lead active lives.

- For National Collegiate Athletic Association (NCAA) Division I colleges and universities as a group, women student athletes graduate at higher rates than the non-athlete female student body (*NCAA, facts and figures*, 2002).

- Women who participate in sports have reduced incidences of breast cancer and osteoporosis later in life (*Title IX at 30*, p. 14).

"Best practices" in Women's Athletic Development Programs in Texas

1) Offering multiple outreach efforts to girls of various ages, including summer camps and similar activities

2) Having high rates of athletic participation and high graduation rates (see Appendices B-F)

3) Having an athletic director who is committed to promoting women's athletics

4) Having women in leadership roles within institutions' athletic departments

5) Establishing a record of winning by several women's varsity teams

Recommendations

- Texas public colleges and universities should maintain and expand their commitment to summer athletic camps that provide opportunities for girls.

- Texas colleges and universities and public schools should communicate the positive health benefits of regular exercise to all students and let them know that participating in sports is one way to achieve the health benefits of exercise.

- Texas public and independent colleges and universities should hire athletic directors committed to promoting and supporting women's athletic programs. Institutions should give full consideration to women qualified for athletic director positions.

- Texas public colleges and universities should consider hiring compliance officers to help enforce federal Title IX statutes and NCAA rules.

- The Texas Legislature should consider funding of the Women's Athletic Development Fund through state appropriations or other funding mechanisms.

Table of Contents

Executive Summary i

Table of Contents iii

Legislative Background 1

Methodology 1

Defining Best Practices and Focusing Study 1

Background – Women's Participation in Sports 2

Texas Women's Athletics and Points of Distinction 3

"Best Practices" 3

Examples of Summer Camps 4

Other Examples 6

Recommendations and Conclusions 7

Appendices

Appendix A: Senate Bill 903 9

Appendix B: NCAA Division I Public Colleges and Universities Graduation Rates 10

Appendix C: Southwest Texas State University (San Marcos) Graduation Rates 11

Appendix D: Texas A&M University (College Station) Graduation Rates 12

Appendix E: The University of Texas at Austin Graduation Rates 13

Appendix F: The University of Texas at San Antonio Graduation Rates 14

Appendix G: U.S. News and World Report's Honor Roll 15

Appendix H: Big 12 and Southland Conference Institutions 16

References 17

Legislative Background

The 77th Texas Legislature passed Senate Bill 903 (see Appendix A), which directed the Texas Higher Education Coordinating Board to conduct a study of the "best practices" in women's athletic development programs to extend outreach efforts that encourage girls to participate in organized sports. This report fulfills the legislative directive. Additionally, the legislation amended the Texas Education Code, Section 51.831, and created the Women's Athletic Development Fund. The Fund was to serve as a support mechanism to provide state funding, through a competitive process, to Texas public colleges and universities for programs that encourage Texas high school girls to participate in college sports. However, state funds were not provided to set up the fund.

Methodology

The Coordinating Board staff reviewed published reports, including several national studies, on women's athletic development programs. Staff reviewed information from selected public colleges and universities to obtain a sampling of opportunities available at Texas public institutions of higher education. Staff sought input from selected college and university representatives, primarily women's athletic directors and staff.

Future studies could examine the issue in greater depth by systematically collecting outcome data that uniformly measures and tracks benefits received by women student athletes who participate in the state's college and universities athletic programs. Future studies could also identify barriers that keep girls and women from participating in sports at the elementary, junior high or middle school, high school, and collegiate levels.

Defining Best Practices and Focusing Study

Texas has 35 public universities, and 50 community college districts with 90+ campuses, four technical colleges, and three state colleges. All provide opportunities for their women students to participate and compete as athletes. While the array of sport teams and competitions vary among Texas schools, women athletes in Texas public colleges and universities may participate in competitive sports such as basketball, volleyball, tennis, swimming, indoor and outdoor track and field, soccer, and gymnastics.

This report presents selected highlights of programs in place at four Texas National Collegiate Athletic Association (NCAA) Division I public universities: Southwest Texas State University (SWTSU), Texas A&M University (TAMU), The University of Texas at Austin (UT Austin), and The University of Texas at San Antonio (UTSA). These schools provide a sample of Texas public general academic teaching institutions of higher education. Selected programs in place at these institutions help encourage girls within local, regional, and statewide areas to participate and compete in a variety of sports. While all the highlighted programs are in NCAA Division I schools, two institutions compete in the Big 12 Conference (TAMU and UT-Austin), and the other two (SWTSU and UTSA) compete in the Southland Conference (see Appendix H for complete conference lists).

The highlighted institutions and their women's athletic programs were selected because they offer representative examples of some of the best practices currently in place in Texas. Each of the four Texas schools highlighted in the report has developed an area of distinction over the past several years. All have programs that encourage high school girls to participate in college sports. One has a successful woman leading the institution's athletic department (UTSA); another has a remarkable variety of winning varsity women's teams (SWT); and another recently received national recognition for the number of women student athletes it has on campus (TAMU). The programs highlighted in this report should serve as models to other institutions of higher education that wish to strengthen their institutional commitments to women's athletics programs.

Background – Women's Participation in Sports

Until recent times, women have had little opportunity to participate in group or individual competitive sporting events. Women were not allowed to participate in the International Olympics Games until 1900; by 1972 more than 3,000 women had competed.

Most colleges and universities did not offer varsity level opportunities to women until the late 1960s. Prior to that time, there was widespread belief that women should not participate in strenuous physical activity, for fear such activity could interfere with future reproductivity. Today, we know that is false. Conversely, health outcome data show that women who participate in sports/athletics have lower incidence of breast cancer and other chronic diseases over their lifetimes.

Women have just recently begun to participate in athletic programs at the college/university level in large numbers. The increase in college/university sports is a direct result of the passage of Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq).

> ***Title IX*** *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance.*

While Title IX does not directly reference athletics or athletic programs, interpretation of the federal law resulted in regulation that banned sexual discrimination in education programs that received federal funding. In the realm of athletics, this meant colleges and universities that receive federal funding had to provide equal athletic opportunities for men and women.

Since the passage of Title IX, great strides have been made in the athletic opportunities available to girls and women. This has resulted in greater numbers of women participating in sports than ever before. Today, the National Colligate Athletic Association (NCAA), a voluntary national athletic association, reports that more than 150,000 women student athletes compete at the college level, representing more than 1,000 colleges and universities across the nation.

While the number of women athletes has increased significantly since the passage of Title IX, participation in professional sports is reserved for a just handful of women. Far fewer women than men receive enough financial remuneration to sustain a living through their sport. In addition, few women pursue other avenues related to sports, such as athletic administration. Few women hold prestigious athletic directorships and other key decision-making positions within the academy; these positions are still overwhelmingly filled by men.

Early encouragement for girls to participate in athletics can be an important strategy to support the later success of women in college. Girls who participate in athletics graduate from high school at higher rates than their non-athlete counterparts; therefore, successful high school outreach programs should be supported and strengthened. Colleges and universities should be supported in their efforts to teach technical skills and provide in-depth experiences to girls interested in athletic participation. Additionally, as high school girls mature into college women student athletes, athletic programs in which they participate should receive strong institutional commitment to assure success. This means adequate financial aid for women student athletes and the provision and maintenance of adequate training facilities, among other points. Women athletes must continue to receive benefits – personal, educational, and perhaps financial – from pursuit of their sport, as do their male counterparts.

Texas Women's Athletics and Points of Distinction

- According to the National Federation of High Schools Association, Texas led the nation in 2001 with 779,329 boys and girls participating in sports programs. In addition, Texas led the nation with 325,675 girls participating in high school sports programs (*National Federation of High Schools Association*).

- Southwest Texas State University received recognition from the Southland Conference by winning the 2002 Conference Commissioner's Cup for the best women's athletic program. This was the second year the institution won that recognition. In 2002, the women Bobcats won five Southland Conference regular season championships in nine varsity sports.

- Texas A&M University ranked ninth nationally on the *U.S. News and World Report's* listing of universities that had high numbers of women student athletes. TAMU reported that 50 percent of its athletes were female while 49 percent of its student body is female.

- The University of Texas at Austin reported that 96 percent of its women student athletes graduate. Additionally, 53 percent of its 2001 women student athletes had cumulative grade point averages (GPA) of greater than 3.0, and 22 female student athletes maintained a 4.0 GPA during the past spring and fall semesters.

- The University of Texas at San Antonio, one of the youngest NCAA Division I members, is lead by Athletic Director Lynn Mackey; additional key positions are held by women. The institution hosts summer outreach efforts through summer sports camps geared to girls as young as seven.

"Best Practices"

The following section highlights "best practices" currently in place at many Texas public institutions of higher education. Examples from the four institutions studied for this report are described in more detail. "Best practices" include:

1) Offering multiple outreach efforts to girls of various ages, including summer camps and similar activities
2) Having high rates of athletic participation and high graduation rates
(see Appendices B-F)

3) Having an athletic director who is committed to promoting women's athletics

4) Having women in leadership roles within institutions' athletic departments

5) Establishing a record of winning by several women's varsity teams

Best practice ► ***Institutions offer multiple outreach efforts to girls of various ages, including summer camps and similar activities.***

Examples of Summer Camps

The following examples of outreach programs highlight some of the institutional efforts under way to encourage girls between the ages of eight and 18 to strengthen their athletic skills while they experience life on college campuses. For many, their sports camp experience represents the first time they have visited or stayed on a college campus. In addition to honing their sports skills and techniques, the sports camps provide girls an opportunity to explore and learn on a college campus.

Texas colleges and universities' sports camps provide community service to the local and regional communities they serve. They also promote positive experiences and feelings about college and campus life for future college attendees. An institution may add to its ranks new team supporters; in addition, some girls who participate in summer camp programs may join that institution's athletic teams.

The programs highlighted below represent some of the camps offered by the four selected institutions. Most of these schools host an array of summer sports camps for girls. Girls as young as seven may experience one or two-day camps, while older girls may have week-long experiences. Week-long camps focused at the junior and senior high school level provide girls an intense opportunity to hone their sport.

Basketball Camps (UT San Antonio)

UTSA offers several basketball camps for girls to increase their skill level through drills and practice. Coaching staff and varsity women's team members provide instruction and evaluation of the girls.

"Little Runner" Girls Basketball Camp – Four-day afternoon camp for any girls entering second through sixth grade; camp runs 1-5 pm daily.

Individual Girls Basketball Camp – Four days of camp, with some girls staying on campus and others coming just for the day. Open to girls ages 8-18.

UTSA Team Camp – Two-day team camp, open to junior and high school teams. College and high school coaches and college players teach the fundamentals of basketball during this camp.

Post and Perimeter Camp – A two-day camp with specialized instruction for girls who play the post or guard positions.

Golf Camp (UT Austin)

Golf Camp is directed by the men's and women's coaching staff, high school coaches, and current UT players. All coaches are experienced at working with young players and provide attendees a low coach-to-camper ratio. Camp is open to boys and girls ages 10-18. Residential accommodations are available. The camp covers full swing, short game, bunker play, chipping, putting, course management, rules, and course etiquette.

Soccer Camp (Southwest Texas State University)

Campers receive individual instruction from women's varsity coaching staff and current varsity women's team members. A Youth Camp is open to girls and boys ages 6-11, while Commuter Camp is open to local area residents for girls and boys ages 11-19. A Residential Camp is open to girls ages 11-19. Approximately 150 girls and boys participate in the various camps. Additionally, the camp provides a 1 to ten coach to student ratio. Campers compete through games and drills, enhancing skills and techniques over their four-day camp experience.

Softball Camp (Texas A&M University)

Individual instruction, with an emphasis on fundamentals, is the hallmark of this softball camp. Girls attending the week-long camp are instructed to bring their glove, bat, batting helmet, cleats, workout shoes, shorts and t-shirts for practice (campers receive an Aggie camp t-shirt upon registration), sliding pants, kneepads, and plenty of athletic socks. Catchers are asked to bring their gear. Camp attendance is limited, and participation is on a "first-come, first-serve" basis. Day campers are required to attend breakfast at 8 a.m. and not leave until the end of the day at 9 p.m. Campers are not allowed to leave camp for any reason after they have enrolled.

Swim Camp (UT Austin)

Swim Camp is an intensive experience with long-course conditioning and thorough stroke instruction and analysis. Daily one-hour sessions focus on swim-specific dry land exercises, strength training, and flexibility exercises. Long-course training varies from one to two hours daily, depending on ability level. Stroke drills, start and turn mechanics are covered, with classroom sessions for lectures and film analysis. Each camper is videotaped, and coaches review the video to improve participants' skills. Camp is divided into four ability groupings, and each camper is challenged according to ability. An Elite Training Camp is available to those campers who have national qualifying times.

Track and Cross Country Camp (Texas A&M University)

The camp provides national-caliber instructors, including many TAMU athletes and coaches, who give individual analysis and coaching in the following areas: distance, races, hurdles, sprints, throws, jumps, and multi-events. The camp is open to girls and boys who are beginners through

advanced athletes age 8-18. The camp presents information about general fitness, event-specific performance, nutrition, and the psychology involved in athletics, while maintaining an atmosphere of fun. Campers may participate in extracurricular activities including swimming, sand volleyball, outdoor basketball, athlete's dance, ice cream social, pizza parties, movies, and fireworks. A demonstration or competition is scheduled on the final day of camp.

Volleyball Camp (Southwest Texas State University)

The camp provides instruction to girls at various levels. Girls have opportunities to learn new strategies and strengthen their skills, while playing volleyball in a competitive atmosphere. SWTSU hosts day-long Youth Clinics for girls ages 10-13. Residential and commuter four-day Individual and Team Camps are available to girls ages 13-18.

Other Examples

While not direct outreach efforts to attract high school girls into sports, the remaining "best practices" allow colleges and universities to build solid foundations to support athletic departments and women's varsity sports.

Best practice ***► Having high rates of athletic participation and high graduation rates (see Appendices B-F)***

Example: Texas A&M University ranked ninth nationally in the number of women student athletes as a proportion of its female student body.

Texas A&M University (TAMU), located in College Station, was the only Texas school to make one of the top 10 rankings in the March 18, 2002 *U.S. News and World Report* national evaluation of best athletic programs in colleges and universities. TAMU was recognized as having a greater proportion of its female student body play varsity sports, with 50 percent of TAMU women playing sports, while 49 percent of its student body is female.

Example: UT Austin's women student athletes have a 96 percent graduation rate.

Women student athletes at The University of Texas at Austin (UT Austin) who completed their four years of athletic eligibility have a 96 percent graduation rate. For the 2001-2002 academic year, 53 percent had cumulative grade point averages (GPAs) of 3.0 or higher, and 22 women student athletes had perfect 4.0 GPAs for the previous fall and spring semesters. Women student athletes at UT Austin major in business administration (7%), communication (11%), education (26%), engineering (3%), fine arts (2%), liberal arts/undeclared (36%), natural sciences (12%), nursing (2%), and social work (1%).

Best practice ***► Having an athletic director who is committed to promoting women's athletics and having women in leadership roles within institutions' athletic departments***

Example: UTSA athletic leadership is committed to women's athletics.

The University of Texas at San Antonio (UTSA) began athletic competition in 1981 and has one of the youngest Division I athletics programs in the country. Led by current athletic director Lynn Hickey, the institution produces a high number of successful women student athletes. Ms. Hickey also serves as a role model for women interested in pursuing sports and sports-related careers. Ms. Hickey is a member of the NCAA Basketball Rules Committee, the NCAA Basketball Issues Committee, and the NCAA 2001 Midwest Regional Committee.

UTSA has increased its institutional support of the Intercollegiate Athletic Department by adding a NCAA compliance director and a senior women's administrator. In 2002, the Roadrunner volleyball team earned its first trip to the NCAA Championships. In 1999-2000, women's tennis took second place in the league and the softball team set a school record with 39 wins.

Best practice ***► Establishing a record of winning by several women's varsity teams.***

Example: SWTSU established and recognized for record of winning by several women's teams.

While many best practices included in this report do not depend on whether a school has a record of winning, it is nevertheless an important measure of success in the world of athletics. Winning matters in sports, and Southwest Texas State University has women's teams that win. The institution has nine women's varsity sports: Basketball, Cross Country, Golf, Soccer, Softball, Tennis, Track & Field (Indoor & Outdoor), and Volleyball.

In both 2001 and 2002, SWTSU was recognized by the Southland Conference (see Appendix G for conference listing) as having the best women's athletic program. In 2002, the women's teams led their conference in the total number of regular season wins, with five of the nine women's teams taking championships. SWTSU won trophies in soccer, indoor track, golf, softball and outdoor track. While winning at football often distinguishes higher education institutions, SWTSU has achieved success through its commitment to its women's teams.

Also in 2000-2001, SWTSU women's Bobcats won conference championships in volleyball and softball and, had two coaches named conference coaches of the year. In addition, the institution's women athletes had the highest grade point average ever during the spring semester.

Recommendations and Conclusions

The following recommendations were made based upon the findings and results of the preceding "best practices." Many Texas colleges and universities already employ some these "best practices." We hope these recommendations are considered by Texas colleges and universities and implemented when schools are able.

- Texas public colleges and universities should maintain and expand their commitment to summer athletic camps that provide opportunities for girls.

- Texas colleges and universities and public schools should communicate the positive health benefits of regular exercise to all students and let them know that participating in sports is one way to achieve the health benefits of exercise.

• Texas public and independent colleges and universities should hire athletic directors committed to promoting and supporting women's athletic programs. Institutions should give full consideration to women qualified for athletic director positions.

• Texas public colleges and universities should consider hiring compliance officers to help enforce federal Title IX statutes and NCAA rules.

• The Texas Legislature should consider funding of the Women's Athletic Development Fund through state appropriations or other funding mechanisms.

Girls and women in Texas have benefited from the passage of Title IX through increased opportunity to participate in athletics. The number of girls participating in organized sports has never been higher and Texas leads the nation with the greatest number of girls participating in organized sports. Increasing the number of girls participating in sports has a direct educational benefit, since girls who participate in sports often graduate from high school at higher rates and have higher grade point averages than non-athlete girls. Additionally, girls who participate in sports are, in general, healthier throughout their lives.

College athlete women graduate at higher rates than their non-athlete college peers. Additionally, college women athletes develop leadership skills and discipline through participation in athletic competition. It is clear that college and university outreach efforts provide a simple benefit to young women and to society at large. These efforts should be continued, refined, and supported.

Appendix A

Senate Bill 903 (77th Texas Legislature)

AN ACT

relating to the establishment and use of a women's athletic development fund and a study of women's athletic development practices at institutions of higher education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Chapter 51, Education Code, is amended by adding Subchapter V to read as follows:
SUBCHAPTER V. WOMEN'S ATHLETIC DEVELOPMENT FUND
Sec. 51.831. DEFINITIONS. In this subchapter: (1) "Board" has the meaning assigned by Section 61.003. (2) "Fund" means the women's athletic development fund established under this subchapter. (3) "Institution of higher education" has the meaning assigned by Section 61.003.

Sec. 51.832. ADMINISTRATION OF FUND. The women's athletic development fund is a fund in the state treasury. The board shall administer the fund.

Sec. 51.833. USE OF FUND. The board shall allocate money in the fund to institutions of higher education to support women's athletic development programs that are operated by the institution on a collaborative basis with one or more public high schools in this state.

Sec. 51.834. CRITERIA IN SELECTING PROGRAMS. In selecting programs to be supported with money from the fund, the board shall give priority to programs addressing the needs of public high school students whose economic conditions limit their access to athletic facilities, programs, and opportunities. The board shall also consider other relevant factors, including whether a program: (1) promotes gender equality; and (2) includes the participation of collegiate-level coaches and athletes, to the extent the participation is allowed by the rules of the national intercollegiate athletic association of which the institution of higher education operating the program is a member.

Sec. 51.835. FUNDING. The board may use any available revenue, including legislative appropriations, and may solicit and accept gifts, grants, and donations from a public or private source for the purposes of this subchapter.

Sec. 51.836. APPROPRIATIONS PROHIBITED FOR BIENNIUM ENDING AUGUST 31, 2003. Notwithstanding Section 51.835, the board may not accept legislative appropriations for the purposes of this subchapter for the state fiscal biennium ending August 31, 2003. This section expires September 1, 2003.

SECTION 2. (a) The Texas Higher Education Coordinating Board shall conduct a best practices study of women's athletic development programs currently operated by public institutions of higher education in Texas and in other states and shall make its findings and recommendations available not later than December 1, 2002, in a report to the legislature and to the public institutions of higher education in this state.

(b) The report shall include an analysis of the effect of the programs studied under Subsection (a) of this section on subsequent student enrollment in and academic performance at public or private institutions of higher education.

Appendix B

NCAA Division I Public Colleges and Universities
Graduation Rates

Division I Public (N = 212)

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
1995-96 Graduation Rate	55%	55%
Four-Class Average	53%	54%

1. Graduation-Rates Data

a. All Students

	MEN				WOMEN				TOTAL			
	FRESHMAN RATE				FRESHMAN RATE				FRESHMAN RATE			
	95-96		4-CLASS		95-96		4-CLASS		95-96		4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	1373	36	5112	33	1719	41	6018	38	3092	38	11130	36
Asian/PI	14044	58	54348	58	14905	66	55141	66	28949	62	109489	62
Black	21444	32	84150	29	31498	43	118834	40	52942	38	202984	36
Hispanic	11758	41	44458	40	14369	48	52198	46	26127	45	96656	43
White	149590	55	589006	53	169325	60	644589	58	318915	58	1233595	56
N-R Alien	3432	53	13906	52	2314	58	9255	57	5746	55	23161	63
Other	3273	50	11280	49	3515	55	11325	55	6788	52	22605	52
Total	204914	52	802260	50	237645	57	897360	56	442559	55	1699620	53

b. Student-Athletes #

	MEN						WOMEN						TOTAL					
	FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER	
	95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	32	38	122	37	61	33	27	56	90	49	24	63	59	46	212	42	85	41
Asian/PI	79	57	298	51	151	49	96	69	278	73	71	62	175	63	576	62	222	53
Black	2216	39	8514	37	2999	35	780	58	2898	55	606	55	2996	44	11412	42	3605	39
Hispanic	208	38	707	38	389	42	122	61	443	56	148	66	330	46	1150	45	537	48
White	3900	53	15177	52	4620	53	3298	68	11978	69	1977	71	7198	60	27155	59	6597	58
N-R Alien	308	53	1100	52	578	58	238	60	844	61	304	65	546	82	1944	56	882	61
Other	101	39	324	41	225	46	62	52	179	53	92	57	163	44	503	45	317	174
Total	6844	48	26242	47	9023	47	4623	66	16710	65	3222	79	11467	55	42952	54	12245	55

c. Student-Athletes # by Sport Category

	BASEBALL						MEN'S BASKETBALL						MEN'S CC/TRACK					
	FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER	
	95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS	
MEN	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	8	25	17	24	15	33	1	0	4	0	3	33	3	0	22	36	12	42
Asian/PI	7	43	20	25	24	71	0	0	5	0	8	38	6	50	19	58	7	86
Black	67	27	285	31	163	42	334	29	1255	25	1065	29	238	47	959	42	269	49
Hispanic	45	27	132	27	149	34	5	40	17	41	12	17	44	45	141	40	45	60
White	835	45	3125	44	2015	46	199	43	645	44	290	54	455	59	1786	55	320	68
N-R Alien	6	33	17	24	35	46	20	50	61	39	65	46	45	53	170	50	138	56
Other	7	14	27	22	28	39	5	20	25	20	19	32	12	33	31	58	42	40
Total	975	42	3623	42	2429	45	564	35	2012	32	1462	35	803	54	3128	50	833	58

BEST COPY AVAILABLE

MEN	FOOTBALL FRESHMAN RATE 95-96 N	%	FOOTBALL FRESHMAN RATE 4-CLASS N	%	FOOTBALL TRANSFER 4-CLASS N	%	OTHER FRESHMAN RATE 95-96 N	%	OTHER FRESHMAN RATE 4-CLASS N	%	OTHER TRANSFER 4-CLASS N	%
Am. Indian/AN	10	50	40	38	23	30	10	50	39	46	8	25
Asian/PI	26	42	99	41	79	39	40	43	155	62	33	52
Black	1474	41	5616	39	1420	36	103	40	399	40	82	39
Hispanic	44	30	153	40	96	42	70	44	264	42	87	54
White	1054	57	4173	54	896	53	1357	55	5448	55	1099	61
N-R Alien	37	46	79	38	24	33	200	56	773	55	316	65
Other	34	47	125	38	65	46	43	40	116	48	71	55
Total	2679	47	10285	45	2603	42	1823	54	7194	53	1696	60

WOMEN	WOMEN'S BASKETBALL FRESHMAN RATE 95-96 N	%	WOMEN'S BASKETBALL FRESHMAN RATE 4-CLASS N	%	WOMEN'S BASKETBALL TRANSFER 4-CLASS N	%	WOMEN'S CC/TRACK FRESHMAN RATE 95-96 N	%	WOMEN'S CC/TRACK FRESHMAN RATE 4-CLASS N	%	WOMEN'S CC/TRACK TRANSFER 4-CLASS N	%	WOMEN'S OTHER FRESHMAN RATE 95-96 N	%	WOMEN'S OTHER FRESHMAN RATE 4-CLASS N	%	WOMEN'S OTHER TRANSFER 4-CLASS N	%
Am. Indian/AN	8	25	19	26	5	20	4	50	15	67	4	50	15	73	56	52	15	80
Asian/PI	7	100	17	88	11	45	7	43	25	64	11	91	82	68	236	72	49	59
Black	279	56	1070	51	330	51	347	59	1248	56	199	58	154	58	579	58	77	62
Hispanic	9	44	40	50	17	53	23	70	96	59	30	70	90	61	307	54	101	66
White	377	66	1407	66	292	67	482	66	2012	67	306	68	2439	69	8559	69	1379	73
N-R Alien	40	63	90	64	45	44	43	47	170	51	75	59	155	63	584	64	184	72
Other	4	50	30	47	12	58	9	33	32	47	30	57	49	55	117	56	50	56
Total	724	61	2673	59	712	57	915	62	3598	62	655	64	2984	68	10438	68	1855	71

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1986-87 through 1995-96)
Number exhausting eligibility = 221776 Graduation Rate = 79%

Only student-athletes receiving athletics aid are included in this report.

Division I Public (N = 212)

---

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled Fall 2000-01)

a. All Students

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	7821	9740	17561
Asian/PI	84270	88353	172623
Black	104274	160415	264689
Hispanic	67909	85499	153408
N-R Alien	35639	26535	62174
White	830779	914974	1745753
Other	40158	41016	81174
Total	1170850	1326532	2497382

b. Student-Athletes #

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	145	117	262
Asian/PI	443	399	842
Black	9785	3416	13201
Hispanic	880	621	1501
N-R Alien	1840	1843	3683
White	16263	14582	30845
Other	813	499	1312
Total	30169	21477	51646

BEST COPY AVAILABLE

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	--BASEBALL--	--CC/TRACK--	--FOOTBALL--	----OTHER---
Am. Indian/AN	13	26	16	52	38
Asian/PI	6	54	28	213	142
Black	1562	328	1102	6411	382
Hispanic	24	197	140	237	282
N-R Alien	141	79	314	89	1217
White	672	3820	1913	4794	5064
Other	65	119	86	305	238
Total	2483	4623	3599	12101	7363

WOMEN	-BASKETBALL-	--CC/TRACK--	----OTHER---
Am. Indian/AN	21	25	71
Asian/PI	20	36	343
Black	1118	1423	875
Hispanic	47	125	449
N-R Alien	158	344	1341
White	1218	2079	11285
Other	58	84	357
Total	2640	4116	14721

Only student-athletes receiving athletics aid are included in this report.

BEST COPY AVAILABLE

Appendix C

Southwest Texas State University
Graduation Rates (reported to NCAA)

SOUTHWEST TEXAS STATE UNIVERSITY

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
1995-96 Graduation Rate	41%	60%
Four-Class Average	40%	51%

1. Graduation-Rates Data

a. All Students

	MEN				WOMEN				TOTAL			
	FRESHMAN RATE 95-96		4-CLASS		FRESHMAN RATE 95-96		4-CLASS		FRESHMAN RATE 95-96		4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	7	14	29	34	7	57	22	41	14	36	51	37
Asian/PI	20	35	61	31	26	38	82	45	46	37	143	39
Black	43	40	199	32	84	58	374	44	127	52	573	40
Hispanic	181	33	700	29	247	36	1031	35	428	34	1731	33
White	711	37	2768	36	1091	46	4139	45	1802	42	6907	41
N-R Alien	3	0	*****	***	6	50	*****	***	9	33	35	43
Other	0		*****	***	0		*****	***	0		3	0
Total	965	36	3773	35	1461	45	5670	43	2426	41	9443	40

b. Student-Athletes #

	MEN						WOMEN						TOTAL			
	FRESHMAN RATE 95-96		4-CLASS		TRANSFER 4-CLASS		FRESHMAN RATE 95-96		4-CLASS		TRANSFER 4-CLASS		FRESHMAN RATE 95-96		4-CLASS		TRANSFER 4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	0		0		*****	***	0		0		*****	***	0		0		*****	***
Asian/PI	0		0		*****	***	0		0		*****	***	0		0		*****	***
Black	3	67	31	39	16	38	3	67	18	56	9	22	6	67	49	45	25	32
Hispanic	3	33	16	44	4	50	3	33	10	50	3	100	6	33	26	46	7	71
White	16	63	77	51	61	49	14	64	41	61	19	68	30	63	118	54	80	54
N-R Alien	0		*****	***	5	20	0		*****	***	3	67	0		*****	***	8	38
Other	0		*****	***	4	25	0		*****	***	3	33	0		*****	***	7	29
Total	22	59	127	46	92	46	20	60	69	58	37	57	42	60	196	51	129	49

c. Student-Athletes # by Sport Category

MEN	BASEBALL FRESHMAN RATE 95-96 %	BASEBALL FRESHMAN RATE 95-96 N	BASEBALL 4-CLASS %	BASEBALL 4-CLASS N	BASEBALL TRANSFER 4-CLASS %	BASEBALL TRANSFER 4-CLASS N	MEN'S BASKETBALL FRESHMAN RATE 95-96 %	MEN'S BASKETBALL FRESHMAN RATE 95-96 N	MEN'S BASKETBALL 4-CLASS %	MEN'S BASKETBALL 4-CLASS N	MEN'S BASKETBALL TRANSFER 4-CLASS %	MEN'S BASKETBALL TRANSFER 4-CLASS N	MEN'S CC/TRACK FRESHMAN RATE 95-96 %	MEN'S CC/TRACK FRESHMAN RATE 95-96 N	MEN'S CC/TRACK 4-CLASS %	MEN'S CC/TRACK 4-CLASS N	MEN'S CC/TRACK TRANSFER 4-CLASS %	MEN'S CC/TRACK TRANSFER 4-CLASS N
Am. Indian/AN	-		-		100-a		-		-		-		-		-		-	
Asian/PI	-		-		100-a		-		-		-		-		-		-	
Black	-		-		0-a		-		0-a		38-c		-		50-a		-	
Hispanic	-		20-a		100-a		-		-		-		100-a		50-b		0-a	
White	-		35-d		53-e		0-a		33-a		50-a		50-a		57-b		60-a	
N-R Alien	-		-		-		-		-		100-a		-		50-a		0-a	
Other	-		-		-		-		-		-		-		-		0-a	
Total	-		32-e		55-e		0-a		17-b		44-d		67-a		53-d		25-c	

BEST COPY AVAILABLE

MEN	FOOTBALL			OTHER		
	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS
	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	-	-	-
Asian/PI	-	-	-	-	-	-
Black	67-a	42-e	50-a	-	-	-
Hispanic	0-a	33-a	100-a	-	100-a	-
White	78-b	54-e	29-b	67-a	67-b	45-c
N-R Alien	-	-	-	-	-	-
Other	-	0-a	-	-	-	33-a
Total	64-c	48-e	40-b	67-a	73-c	43-c

WOMEN	WOMEN'S BASKETBALL			WOMEN'S CC/TRACK			WOMEN'S OTHER		
	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS
	% N	% N	% N	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	-	-	-	-	-	-
Asian/PI	-	-	-	-	-	-	-	-	-
Black	0-a	43-b	33-b	100-a	50-b	0-a	100-a	100-a	0-a
Hispanic	-	100-a	-	100-a	75-a	100-a	0-a	20-a	-
White	50-a	13-b	67-a	57-b	64-c	67-b	80-a	77-e	70-b
N-R Alien	-	-	-	-	-	67 a	-	-	-
Other	-	-	-	-	-	33-a	-	-	-
Total	33-a	31-d	44-b	67-b	61-e	59-d	63-b	70-e	64-c

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1986-87 through 1995-96)
Number Exhausting Eligibility = 214 Graduation Rate = 81%

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

Only student-athletes receiving athletics aid are included in this report.

BEST COPY AVAILABLE

SOUTHWEST TEXAS STATE UNIVERSITY

---

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled Fall 2000-01)

a. All Students

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	47	43	90
Asian/PI	119	144	263
Black	355	439	794
Hispanic	1265	1510	2775
White	4892	6395	11287
N-R Alien	62	63	125
Other	103	87	190
Total	6843	8681	15524

b. Student-Athletes #

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	2	0	2
Asian/PI	1	2	3
Black	48	24	72
Hispanic	19	10	29
White	103	68	171
N-R Alien	8	5	13
Other	0	0	0
Total	181	109	290

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	0	1	1	0
Asian/PI	0	0	0	1	0
Black	8	1	11	28	0
Hispanic	0	4	9	6	0
White	3	32	13	48	7
N-R Alien	3	1	1	0	3
Other	0	0	0	0	0
Total	14	38	35	84	10

WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-
Am. Indian/AN	0	0	0
Asian/PI	1	0	1
Black	6	14	4
Hispanic	0	5	5
White	7	11	50
N-R Alien	1	1	3
Other	0	0	0
Total	15	31	63

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards exceed the NCAA minimums.

Only student-athletes receiving athletics aid are included in this report.

NOTE: " ***** " OR " **** " indicates data are suppressed for privacy purposes.

BEST COPY AVAILABLE

Appendix D

Texas A&M University, College Station
Graduation Rates (as reported to NCAA)

TEXAS A&M UNIVERSITY, COLLEGE STATION

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
1995-96 Graduation Rate	74%	64%
Four-Class Average	71%	58%

1. Graduation-Rates Data

a. All Students

	MEN				WOMEN				TOTAL			
	FRESHMAN RATE				FRESHMAN RATE				FRESHMAN RATE			
	95-96		4-CLASS		95-96		4-CLASS		95-96		4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	8	88	39	59	16	50	43	56	24	63	82	57
Asian/PI	87	72	523	65	80	75	349	72	167	74	872	68
Black	121	63	445	50	160	68	610	62	281	66	1055	57
Hispanic	468	56	1702	54	415	68	1465	67	883	61	3167	60
White	2294	73	9587	71	2308	81	9321	78	4602	77	18908	74
N-R Alien	21	81	144	63	7	86	61	64	28	82	205	63
Other	0		0		0		0		0		0	
Total	2999	70	12440	67	2986	78	11849	76	5985	74	24289	71

b. Student-Athletes #

	MEN						WOMEN						TOTAL			
	FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER		FRESHMAN RATE			
	95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS		95-96		4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	*****	***	*****	***	0		*****	***	*****	***	0		*****	***	3	33
Asian/PI	*****	***	*****	***	0		*****	***	*****	***	0		*****	***	6	100
Black	14	43	57	35	16	44	6	67	17	65	3	100	20	50	74	42
Hispanic	*****	***	6	33	*****	***	*****	***	3	67	*****	***	*****	***	9	44
White	29	66	101	52	32	66	21	76	93	75	16	75	50	70	194	63
N-R Alien	*****	***	5	60	*****	***	*****	***	9	67	*****	***	*****	***	14	64
Other	0		0		0		0		0		0		0		0	
Total	45	60	173	47	51	61	30	70	127	73	19	79	75	64	300	58

c. Student-Athletes # by Sport Category

	BASEBALL						MEN'S BASKETBALL						MEN'S CC/TRACK			
	FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER		FRESHMAN RATE			
	95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS		95-96		4-CLASS	
MEN	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Am. Indian/AN	-		-		-		-		-		-		-		0-a	
Asian/PI	-		-		-		-		-		-		-		-	
Black	-		-		-		100-a		17-b		57-b		0-a		78-b	
Hispanic	-		-		100-a		-		-		-		-		-	
White	50-b		45-e		64-e		0-a		20-a		33-a		100-a		74-d	
N-R Alien	-		-		-		-		0-a		-		-		100-a	
Other	-		-		-		-		-		-		-		-	
Total	50-b		45-e		65-e		33-a		17-c		50-b		75-a		73-e	

BEST COPY AVAILABLE

MEN	FOOTBALL			OTHER		
	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS
	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	100-a	100-a	-
Asian/PI	100-a	100-a	-	-	-	-
Black	42-c	29-e	38-b	-	-	-
Hispanic	-	0-a	-	-	50-a	-
White	78-b	50-e	50-a	71-b	55-d	100-a
N-R Alien	-	-	-	-	67-a	100-a
Other	-	-	-	-	-	-
Total	59-e	38-e	40-b	75-b	57-e	100-b

WOMEN	WOMEN'S BASKETBALL			WOMEN'S CC/TRACK			WOMEN'S OTHER		
	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS
	% N	% N	% N	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	-	-	-	-	0-a	-
Asian/PI	-	-	-	-	100-a	-	-	100-a	-
Black	67-a	67-b	100-a	67-a	60-b	100-a	-	100-a	-
Hispanic	-	-	-	-	-	-	0-a	67-a	-
White	-	75-b	100-a	100-a	88-d	100-a	71-d	72-e	71-c
N-R Alien	-	-	-	-	-		50-a	67-b	-
Other	-	-	-	-	-	-	-	-	-
Total	67-a	71-c	100-a	86-b	80-e	100-a	65-d	71-e	71-c

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1986-87 through 1995-96)
Number Exhausting Eligibility = 357 Graduation Rate = 82%

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

Only student-athletes receiving athletics aid are included in this report.

BEST COPY AVAILABLE

TEXAS A&M UNIVERSITY, COLLEGE STATION

---

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled Fall 2000-01)

a. All Students

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	84	72	156
Asian/PI	608	492	1100
Black	351	486	837
Hispanic	1574	1479	3053
White	13966	13348	27314
N-R Alien	306	140	446
Other	291	277	568
Total	17180	16294	33474

b. Student-Athletes #

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	1	2	3
Asian/PI	1	4	5
Black	67	19	86
Hispanic	6	6	12
White	127	130	257
N-R Alien	12	11	23
Other	4	5	9
Total	218	177	395

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	1	0	0	0
Asian/PI	0	1	0	0	0
Black	9	0	7	48	3
Hispanic	0	1	1	3	1
White	4	39	19	32	33
N-R Alien	1	0	6	0	5
Other	1	0	0	3	0
Total	15	42	33	86	42

WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-
Am. Indian/AN	0	0	2
Asian/PI	0	2	2
Black	10	6	3
Hispanic	0	1	5
White	8	19	103
N-R Alien	0	1	10
Other	0	0	5
Total	18	29	130

27

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards exceed the NCAA minimums.

Only student-athletes receiving athletics aid are included in this report.

NOTE: " *****" OR "****" indicates data are suppressed for privacy purposes.

BEST COPY AVAILABLE

Appendix E

The University of Texas at Austin
Graduation Rates (as reported to NCAA)

UNIVERSITY OF TEXAS AT AUSTIN

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
1995-96 Graduation Rate	70%	56%
Four-Class Average	68%	56%

1. Graduation-Rates Data

a. All Students

	MEN				WOMEN				TOTAL			
	FRESHMAN RATE				FRESHMAN RATE				FRESHMAN RATE			
	95-96		4-CLASS		95-96		4-CLASS		95-96		4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	6	50	33	36	21	76	52	69	27	70	85	56
Asian/PI	436	67	1693	67	450	82	1538	77	886	74	3231	72
Black	123	46	523	42	181	66	691	64	304	58	1214	55
Hispanic	456	56	1844	53	445	67	1722	64	901	61	3566	58
White	1988	68	7778	65	2013	76	7481	75	4001	72	15259	70
N-R Alien	64	78	235	80	29	79	86	80	93	78	321	80
Other	0		0		0		0		0		0	
Total	3073	65	12106	62	3139	75	11570	73	6212	70	23676	68

b. Student-Athletes #

	MEN						WOMEN						TOTAL					
	FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER	
	95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	0		*****	***	0		0		*****	***	0		0		*****	***	0	
Asian/PI	0		*****	***	0		3	33	*****	***	0		3	33	6	50	0	
Black	14	43	55	42	12	42	8	88	26	77	3	67	22	59	81	53	15	47
Hispanic	3	0	*****	***	*****	***	0		*****	***	*****	***	3	0	9	44	4	50
White	30	57	144	51	41	37	20	65	82	71	21	86	50	60	226	58	62	53
N-R Alien	*****	***	4	50	9	56	*****	***	5	60	7	71	*****	***	9	56	16	63
Other	*****	***	0		*****	***	*****	***	0		*****	***	0		0		0	
Total	48	48	212	48	64	39	31	68	120	71	33	82	79	56	332	56	97	54

c. Student-Athletes # by Sport Category

	BASEBALL						MEN'S BASKETBALL						MEN'S CC/TRACK					
	FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER		FRESHMAN RATE				TRANSFER	
	95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS		95-96		4-CLASS		4-CLASS	
MEN	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Am. Indian/AN	-		-		-		-		-		-		-		-		-	
Asian/PI	-		-		-		-		-		-		-		-		-	
Black	-		-		0-a		0-a		29-b		25-a		100-a		50-b		67-a	
Hispanic	0-a		20-a		0-a		-		-		-		0-a		50-a		-	
White	0-a		32-e		20-e		-		100-a		100-a		63-b		43-e		67-b	
N-R Alien	-		-		-		-		-		0-a		0-a		0-a		60-a	
Other	-		-		-		-		-		-		-		-		-	
Total	0-b		31-e		18-e		0-a		38-b		29-b		55-c		44-e		64-c	

BEST COPY AVAILABLE

MEN	FOOTBALL			OTHER		
	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS
	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	-	0-a	-
Asian/PI	-	-	-	-	100-a	-
Black	50-b	43-e	50-a	-	-	-
Hispanic	-	-	-	-	-	-
White	50-b	59-e	100-a	75-c	63-e	43-b
N-R Alien	-	-	-	-	67-a	100-a
Other	-	-	-	-	-	-
Total	50-d	50-e	67-b	75-c	63-e	56-b

WOMEN	WOMEN'S BASKETBALL			WOMEN'S CC/TRACK			WOMEN'S OTHER		
	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS	FRESHMAN RATE 95-96	4-CLASS	TRANSFER 4-CLASS
	% N	% N	% N	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	-	-	-	-	-	-
Asian/PI	-	-	-	-	-	-	33-a	40-a	-
Black	100-a	100-b	-	100-a	64-c	50-a	50-a	75-b	100-a
Hispanic	-	-	-	-	-	-	-	100-a	100-a
White	100-a	70-b	0-a	-	57-b	100-a	61-d	72-e	88-d
N-R Alien	-	-	-	-	50-a	67 a	-	67-a	75-a
Other	-	-	-	-	-	-	-	-	-
Total	100-a	82-d	0-a	100-a	60-d	78-b	57-e	71-e	87-e

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1986-87 through 1995-96)
Number Exhausting Eligibility = 390 Graduation Rate = 86%

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

Only student-athletes receiving athletics aid are included in this report.

BEST COPY AVAILABLE

UNIVERSITY OF TEXAS AT AUSTIN

---

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled Fall 2000-01)

a. All Students

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	66	84	150
Asian/PI	2517	2521	5038
Black	498	662	1160
Hispanic	2159	2333	4492
White	10305	11067	21372
N-R Alien	788	409	1197
Other	49	57	106
Total	16382	17133	33515

b. Student-Athletes #

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	2	2	4
Asian/PI	2	4	6
Black	87	21	108
Hispanic	7	7	14
White	147	129	276
N-R Alien	10	17	27
Other	0	0	0
Total	255	180	435

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	1	0	0	1
Asian/PI	0	1	0	0	1
Black	11	2	18	55	1
Hispanic	0	5	1	1	0
White	4	35	27	31	50
N-R Alien	0	1	2	0	7
Other	0	0	0	0	0
Total	15	45	48	87	60

WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-
Am. Indian/AN	0	0	2
Asian/PI	0	1	3
Black	8	11	2
Hispanic	0	2	5
White	7	8	114
N-R Alien	0	2	15
Other	0	0	0
Total	15	24	141

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards are the same as the NCAA minimums.

Only student-athletes receiving athletics aid are included in this report.

NOTE: " ***** " OR " **** " indicates data are suppressed for privacy purposes.

BEST COPY AVAILABLE

Appendix F

The University of Texas at San Antonio
Graduation Rates, as reported to NCAA

UNIVERSITY OF TEXAS AT SAN ANTONIO

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
1995-96 Graduation Rate	27%	41%
Four-Class Average	25%	41%

1. Graduation-Rates Data

a. All Students

	MEN				WOMEN				TOTAL			
	FRESHMAN RATE 95-96		4-CLASS		FRESHMAN RATE 95-96		4-CLASS		FRESHMAN RATE 95-96		4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	*****	***	11	27	*****	***	10	40	*****	***	21	33
Asian/PI	34	29	119	32	43	33	140	28	77	31	259	30
Black	20	10	84	18	40	38	132	27	60	28	216	23
Hispanic	285	22	1077	22	342	28	1307	27	627	26	2384	24
White	360	25	1476	22	390	28	1581	28	750	27	3057	25
N-R Alien	6	33	33	36	6	33	22	32	12	33	55	35
Other	*****	***	0		*****	***	0		0		0	
Total	707	24	2800	22	821	29	3192	27	1528	27	5992	25

b. Student-Athletes #

	MEN						WOMEN						TOTAL					
	FRESHMAN RATE 95-96		4-CLASS		TRANSFER 4-CLASS		FRESHMAN RATE 95-96		4-CLASS		TRANSFER 4-CLASS		FRESHMAN RATE 95-96		4-CLASS		TRANSFER 4-CLASS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	0		0		0		0		0		0		0		0		0	
Asian/PI	0		*****	***	0		0		*****	***	0		0		*****	***	0	
Black	*****	***	12	42	15	27	*****	***	19	32	6	33	5	20	31	35	21	29
Hispanic	*****	***	12	17	*****	***	*****	***	11	45	*****	***	5	40	23	30	5	60
White	13	62	46	50	13	38	18	28	50	40	11	45	31	42	96	45	24	42
N-R Alien	*****	***	9	56	5	40	*****	***	4	50	0		5	60	13	54	5	40
Other	0		*****	***	*****	***	0		*****	***	*****	***	0		0		3	67
Total	22	50	80	44	37	38	24	33	84	39	21	43	46	41	164	41	58	40

c. Student-Athletes # by Sport Category

	BASEBALL						MEN'S BASKETBALL						MEN'S CC/TRACK			
	FRESHMAN RATE 95-96		4-CLASS		TRANSFER 4-CLASS		FRESHMAN RATE 95-96		4-CLASS		TRANSFER 4-CLASS		FRESHMAN RATE 95-96		4-CLASS	TRANSFER 4-CLASS
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	% N	% N
MEN																
Am. Indian/AN	-		-		-		-		-		-		-		-	-
Asian/PI	-		0-a		-		-		-		-		-		-	-
Black	-		-		-		0-a		33-b		13-b		0-a	50-b		50-a
Hispanic	100-a		100-a		100-a		-		-		-		0-a	10-b		50-a
White	57-b		60-d		60-a		100-a		67-a		0-a		33-a	29-c		0-a
N-R Alien	-		-		-		-		-		-		-	-		33-a
Other	-		-		-		-		-		-		-	-		-
Total	63-b		59-e		67-b		50-a		44-b		11-b		14-b	27-e		38-b

FOOTBALL

OTHER

BEST COPY AVAILABLE

MEN	FRESHMAN RATE 95-96 %	N	4-CLASS %	N	TRANSFER 4-CLASS %	N	FRESHMAN RATE 95-96 %	N	4-CLASS %	N	TRANSFER 4-CLASS %	N
Am. Indian/AN	-		-		-		-		-		-	
Asian/PI	-		-		-		-		-		-	
Black	-		-		40-a		-		-		-	
Hispanic	-		-		-		-		0-a		-	
White	-		-		0-a		100-a		56-b		40-a	
N-R Alien	-		-		-		67-a		56-b		50-a	
Other	-		-		-		-		-		100-a	
Total	-		-		33-b		80-a		53-d		50-b	

WOMEN	---- WOMEN'S BASKETBALL --- FRESHMAN RATE 95-96 %	N	4-CLASS %	N	TRANSFER 4-CLASS %	N	----- WOMEN'S CC/TRACK ---- FRESHMAN RATE 95-96 %	N	4-CLASS %	N	TRANSFER 4-CLASS %	N	------ WOMEN'S OTHER ------ FRESHMAN RATE 95-96 %	N	4-CLASS %	N	TRANSFER 4-CLASS %	N
Am. Indian/AN	-		-		-		-		-		-		-		-		-	
Asian/PI	-		-		-		-		-		-		-		-		-	
Black	0-a		0-a		0-a		100-a		55-c		100-a		0-a		0-a		33-a	
Hispanic	-		-		-		-		14-b		100-a		100-a		100-a		0-a	
White	0-a		14-b		38-b		33-b		40-c		-		30-b		46-e		67-a	
N-R Alien	-		-		-		-		-				50-a		50-a		-	
Other	-		-		-		-		-		100-a		-		-		0-a	
Total	0-a		8-c		30-b		43-b		39-e		100-a		36-c		49-e		38-b	

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1986-87 through 1995-96)
Number Exhausting Eligibility = 116 Graduation Rate = 91%

Values for N (a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20)

Only student-athletes receiving athletics aid are included in this report.

BEST COPY AVAILABLE

UNIVERSITY OF TEXAS AT SAN ANTONIO

---

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled Fall 2000-01)

a. All Students

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	27	29	56
Asian/PI	201	205	406
Black	253	348	601
Hispanic	2261	2931	5192
White	2131	2403	4534
N-R Alien	148	79	227
Other	0	0	0
Total	5021	5995	11016

b. Student-Athletes #

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	0	0	0
Asian/PI	0	0	0
Black	15	20	35
Hispanic	23	14	37
White	39	45	84
N-R Alien	5	7	12
Other	0	0	0
Total	82	86	168

c. Student-Athletes # by Sports Categories

MEN

	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	0	0	0	0
Asian/PI	0	0	0	0	0
Black	10	0	5	0	0
Hispanic	2	6	11	0	4
White	3	23	7	0	6
N-R Alien	0	0	0	0	5
Other	0	0	0	0	0
Total	15	29	23	0	15

WOMEN

	-BASKETBALL-	-CC/TRACK-	-OTHER-
Am. Indian/AN	0	0	0
Asian/PI	0	0	0
Black	5	15	0
Hispanic	2	6	6
White	6	8	31
N-R Alien	1	0	6
Other	0	0	0
Total	14	29	43

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards are the same as the NCAA minimums.

Only student-athletes receiving athletics aid are included in this report.

NOTE: " ***** OR "****" indicates data are suppressed for privacy purposes.

BEST COPY AVAILABLE

Appendix G

U.S. News and World Report's Honor Roll
March 18, 2002

In the tradition of the *Best Colleges* and *Best Graduate Schools*, *U.S. News and World Report* reviewed and compiled information on the best athletic programs in the nation's Division I colleges and universities.

The magazine evaluated colleges and universities in the following categories: *sanctions* (how many "major infractions" a school was assessed from February 1992 through March 2002), *gender equity* (school's progress in providing athletic opportunities for women), *win/loss (*overall winning percentage calculated for men's and women's school-to-school contests and NCAA tournaments), *number of sports offered (*number of men's and women's intercollegiate varsity sports in which the school participated), and *graduation rate (*student-athlete graduation rate over a six-year period and a comparison rate for the class entering in 1994 with the overall student body).

The list below recognizes 20 higher education institutions with the best overall rankings across four categories of achievement. Schools are listed alphabetically. Unfortunately, no Texas school made the list.

U.S. News and World Report, March 18, 2002
Honor Roll

1. Boston College, Boston
2. Brown University, Providence, R.I.
3. Cornell University, Ithaca, N.Y.
4. Dartmouth College, Hanover, N.H.
5. Duke University, Durham, N.C.
6. Georgetown University, Washington, D.C.
7. Harvard University, Cambridge, Mass.
8. Lehigh University, Bethlehem, Pa.
9. Pennsylvania State University – University Park
10. Princeton University, Princeton, N.J.
11. Stanford University, Stanford, Calif.
12. University of Connecticut, Storrs,
13. University of Hawaii, Manoa
14. University of Illinois – Urbana-Champaign
15. University of Maryland – College Park
16. University of Massachusetts – Amherst
17. University of Michigan – Ann Arbor
18. University of New Hampshire, Durham
19. University of Utah, Salt Lake City
20. Villanova University, Villanova, Pa.

Appendix H

Big 12 and Southland Conference Institutions

Big 12 Conference

Baylor University
Waco, Texas

Colorado University
Boulder, Colorado

Iowa State University
Ames, Iowa

University of Kansas
Lawrence, Kansas

Kansas State University
Manhattan, Kansas

University of Missouri
Columbia, Missouri

University of Nebraska
Omaha, Nebraska

Oklahoma University
Norman, Oklahoma

Oklahoma State University
Stillwater, Oklahoma

Texas A&M University
College Station, Texas

Texas Tech University
Lubbock, Texas

The University of Texas at Austin
Austin, Texas

Southland Conference

Lamar University
Beaumont, Texas

Louisiana-Monroe
Monroe, Louisiana

McNeese State
Lake Charles, Louisiana

Nicholls State
Thibodaux, Louisiana

Northwestern State
Natchitoches, Louisiana

Sam Houston State
Huntsville, Texas

Southeastern Louisiana
Hammond, Louisiana

Southwest Texas State University
San Marcos, Texas

Stephen F. Austin
Nacogdoches, Texas

The University of Texas at Arlington
Arlington, Texas

The University of Texas at San Antonio
San Antonio, Texas

References

Commission on Intercollegiate Athletics. (June 2001). *A Call to Action: Reconnecting College Sports and Higher Education.* John S. and James L. Knight Foundation. On-line at http://www.knightfdn.org.

Empowering Women in Sports: Athletics in the lives of women and girls. (1995). Feminist Majority Foundation. On-line www.feminist.org.

Hawes, Kay. (September 16, 2002). *Panel Hears First Wave of Title IX Testimony.* National Collegiate Athletic Association News. On-line www.ncaa.org.

Lopiano, Donna. (2001). *Recruiting, Retention, and Advancement of Women in Athletics. Women's Sports Foundation.* On-line www.WomensSportsFoundation.org.

National Coalition for Women and Girls in Education. (June 2, 2002). *Title IX at 30, Report Card on Gender Equity.* American Association of University Women. Washington, D.C. On-line www.ncwge.org.

National Federation of State High School Association. (2000). *The Case for High School Activities.* On-line www.nfhs.org.

President's Council on Physical Fitness and Sport. (May 1997). *Physical activity and sport in the lives of girls: Physical and mental health dimensions from an interdisciplinary approach.* Washington, D.C.: Author.

Suggs, W. (November 30, 2001). The Chronicle of Higher Education. *Left Behind, Title IX has done little for minority female athletes – because of socioeconomic and cultural factors and indifference.* On-line www.chronicle.com.

U.S. News and World Report. (March 18, 2002). *America's best college sports programs.* On-line www.usnew.com.

United States General Accounting Office. (March 2001). *Intercollegiate Athletics: Four-Year Colleges' Experiences Adding and Discontinuing Teams.* Washington, D.C., 20548 GAO-01-297.

United States General Accounting Office. (December 2000). *Gender Equity: Men's and Women's Participation in Higher Education.* Washington, D.C., 20548 GAO-01-128.

Women's Sports and Fitness Facts and Statistics. (July 15, 2002). Women's Sports Foundation. On-line www.WomensSportsFoundation.org.

This document is available on the
Texas Higher Education Coordinating Board
World Wide Web site

http://www.thecb.state.tx.us

For further information, please contact:

Marshall A. Hill, Ph.D.
Universities and Health-Related Institutions Division
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711
(512) 427-6200 FAX (512) 427-6168
Marshall.Hill@thecb.state.tx.us

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").